

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter of this study presents the conclusion from the discussion on the previous chapter and also the suggestions on the findings of this study and suggestions to those who are interested to conduct further study.

#### **5.1 Conclusion**

Learning English especially learning reading cannot be separated with the role of vocabulary. The amount of vocabulary knowledge of the students can influence their reading ability. Students will find difficulty in dealing with reading when they lack vocabulary knowledge. Therefore, students need to learn vocabulary as well as reading. Then, teachers' role in this case is also important. In helping the students to develop their English language ability, teachers should consider that learning English skills (Listening, Speaking, Reading, and Writing) needs the learning of English components (Vocabulary, Grammar, and Pronunciation). Teachers should encourage their students to develop their vocabulary knowledge so that they can comprehend the text well.

The purpose of doing this study is to answer questions; "Is there a correlation between vocabulary achievement and reading achievement of the

first graders of senior high school?” and “If there is a correlation between vocabulary achievement and reading achievement of the first graders of senior high school, is the correlation between vocabulary achievement and reading achievement of the first graders of senior high school positive or negative?”

The vocabulary and reading achievements were measured from the students' vocabulary and reading tests (the vocabulary and reading score were obtained from the vocabulary test and reading test). The sample was 50 students from Classes X2 and X3 of “X” Senior High School in the academic year of 2013/2014. The reading test had been tried out twice.

Calculating the scores, the writer got the value of this study's correlation coefficient which is 0.679. This result shows that there is a correlation between vocabulary achievement and reading achievement of the first graders of senior high school. Then, as the value of this study's correlation coefficient (0.679) is bigger than 0, the correlation between vocabulary achievement and reading achievement of the first graders of senior high school is found to be positive.

Then, at the level of 5% significance, the correlation coefficient is considered significant as the  $r_{\text{calculation}}$  (0.679) is higher than  $r_{\text{table}}$  (0.279). The value of this study's correlation coefficient which is 0.679 is then considered mark relationship with the coefficient determination of 46.1%. It means that

46.1% is the contribution of the vocabulary achievement toward the reading achievement while the rest 53.9 % is the contribution of other factors to the reading achievement.

To sum up, it is proved that there is a correlation between vocabulary achievement and reading achievement and the correlation is found to be positive. Therefore, if students' vocabulary achievement is high, the achievement of reading will also be high. Otherwise, if the students' vocabulary achievement is low, the reading achievement will also be low. These findings show that vocabulary contributes well on the successful reading comprehension. It is in line with what Mehrpour, Razmjoo, and Kian (2011, p. 105) point out and what Shen (2008, p. 137) concludes which had been stated in Chapter II. These findings also lead us to learn that a person's size of vocabulary knowledge is important for successful reading comprehension. This conclusion is supported by the data analysis presented in Chapter IV. Finally, it can be said that vocabulary achievement contributes well to the reading achievement of the students.

## **5.2 Suggestions**

The suggestions below are addressed to the school teachers, and also future researchers who are interested in this kind of study.

1. For the teachers

Considering the result of analysis done in this study, the students should never stop learning vocabulary in order to have a good reading ability. Therefore, teachers need to include the vocabulary learning while the students are learning reading. It also will be very useful if the teachers give more exercises on the reading task in which the students are asked to answer the questions that are not stated directly in the text. The students need to learn more about how to understand the relationship between certain information and the other information in the text, find the cause-effect relationship, and draw a conclusion that is not stated directly in the text.

2. For future researchers

The writer realized several weaknesses in this study. Therefore, for a future research study, the writer would like to give some suggestions. The test would be better if the test items considered as low items in Discriminating Power can be revised. It would be better if the future researchers use more theories for analyzing the test items. It is better also to collect the students' score more than once; it can be twice or more so the future researcher can try to manage two or more tests for students or ask permission to get the students' score during the teaching learning process in class.

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